Curriculum Policy
Aurora Brampton Valley School

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Applies to:	Aurora Brampton Valley School
Associated documents:	Assessment Recording and Reporting Policy Marking and Feedback Policy
Approved by:	Head Teacher
Implementation date:	September 2026
Next review due by:	September 2027
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

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0. Summary of changes since previous version of policy

None

1. Aims

Brampton Valley School provides education for pupils aged 5–18 with autism and other related diagnoses. We are committed to ensuring that all pupils have access to a broad, balanced and ambitious curriculum that recognises their strengths, needs and potential.

All pupils are supported to learn at a level that is meaningful and appropriate to their understanding, while remaining age-appropriate in content and experience. Learning is planned at a pace that reflects individual profiles, enabling pupils to make progress in ways that are realistic, rewarding and sustainable.

Teaching and learning at Brampton Valley School are rooted in a therapeutic, child-centred approach. We recognise that emotional wellbeing, regulation and secure relationships are fundamental to learning. Our curriculum is therefore designed to support pupils' social, emotional and sensory needs alongside their academic development, helping them to feel safe, confident and ready to engage.

Each pupil follows a personalised curriculum informed by baseline assessments, previous learning, therapeutic insights and long-term aspirations. Individual targets are carefully planned and reviewed to support progress across communication, cognition, independence, emotional regulation and functional life skills, as well as academic learning.

Pupils are taught through a range of arrangements including small group teaching, individual sessions and, where appropriate, learning within the wider community. This flexibility enables pupils to generalise skills, build confidence and apply learning in real-world contexts.

We hold high aspirations for every pupil. Through our curriculum and wider school experiences, we aim to develop pupils':

- Knowledge and understanding
- Communication and interaction skills
- Independence and self-confidence
- Ability to manage emotions and build positive relationships
- Preparation for adulthood and life beyond school

At Brampton Valley School, success is defined not only by academic outcomes but by each pupil's personal progress, wellbeing and growing capacity to engage with the world around them.

Aims:

Our curriculum aims to ensure that all pupils, regardless of need, are supported to achieve their full potential and are well prepared for their next stage of life.

We aim to:

- **Provide a broad, balanced and ambitious curriculum** that is inclusive and responsive to the individual needs of all pupils, enabling them to make progress and preparing them for further education, training, employment and adulthood.

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- **Deliver a clearly sequenced curriculum** in which knowledge and skills are carefully planned and progressively built over time, allowing pupils to consolidate learning and develop increasing independence and competence.
- **Promote personalised learning opportunities** that support pupils to deepen understanding, broaden skills and foster intellectual curiosity, critical thinking and a positive attitude towards learning.
- **Support pupils' personal development and wellbeing** by promoting spiritual, physical and emotional health, enabling them to develop self-esteem, confidence, resilience and a sense of individual responsibility.
- **Encourage positive relationships and respect for others**, helping pupils to develop empathy, care, and social understanding so they can engage positively within the school community and the wider society.
- **Provide appropriate levels of challenge and access to accreditation**, ensuring pupils are supported to achieve meaningful outcomes and develop the skills, knowledge and behaviours necessary for successful adult lives.
- **Prepare pupils for independence and future pathways**, including independent or supported living, further education and/or employment, through a strong focus on life skills and preparation for adulthood.
- **Support successful transition** into, within and beyond the school, ensuring continuity of learning and appropriate preparation for key stages and the move from childhood into adulthood.

In addition, all pupils will learn to:

- ***Respect and celebrate diversity****, valuing the differences between individuals and communities.*
- ***Question thoughtfully and respectfully****, demonstrating understanding, compassion and openness towards the views and experiences of others.*
- ***Develop flexible thinking skills****, enabling them to adapt, problem-solve and respond effectively to change.*
- ***Become life-long learners****, equipped with the attitudes, skills and motivation needed to continue learning beyond school.*

School Accepted definition of Curriculum

The Curriculum is broadly defined as the totality of pupils' experiences that occur in the educational process.

In school different types of curricula are often talked about. The Explicit Curriculum and the Hidden Curriculum

The Explicit Curriculum describes what appears in documents and teachers' plans. The term refers specifically to the planned sequence of teaching, or the pupil's experiences in terms of the school's instructional goals.

The Hidden Curriculum refers to the unwritten rules, values and normative patterns of behaviour which students are expected to conform to and learn while in school. Examples of things taught through the 'hidden curriculum' include: understanding socially constructive

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communication, community, respect, adhering to rules and boundaries the interaction between pupils and between adults and pupils in school settings.

Overview of the Explicit Curriculum in school

National Curriculum Entitlement (Key Stages 1–3)

For pupils in Years 1 to 9 (Key Stages 1, 2 and 3), the school's curriculum is informed by the basic school curriculum. This includes the National Curriculum, alongside Religious Education (RE) and Relationships, Sex and Health Education (RSHE).

The National Curriculum sets out a framework of subjects and expectations that support consistency and progression in education.

It outlines:

- The subjects pupils should study at each key stage, and
- The knowledge, skills and understanding pupils should develop as they progress through their education.

At Brampton Valley School, the National Curriculum provides a reference point for breadth, balance and ambition, while learning is adapted and delivered in ways that are appropriate to pupils' individual needs, strengths and developmental stages. Curriculum content is personalised so that pupils can engage meaningfully, make progress and access age-appropriate learning experiences.

Curriculum Provision for Key Stage 4 and Post-16

For pupils in Years 10 and 11 and those accessing Post-16 provision, the curriculum is designed with high aspirations and a strong focus on preparation for adulthood.

Each pupil or student follows a carefully planned programme of study, based on appropriate and meaningful accreditation routes. These pathways are selected to reflect individual aspirations, strengths, knowledge and skills, and are designed to support progression to further education, training, employment or increased independence.

The curriculum places a strong emphasis on:

- Developing transferable and vocational skills
- Building independence, confidence and self-advocacy
- Supporting informed careers education and guidance

Preparing pupils for life beyond school, including employment, community participation and independent living.

Learning opportunities are personalised and reviewed regularly to ensure that pupils are challenged appropriately and supported to make sustained progress towards their long-term outcomes.

2. Legislation and statutory requirements

This policy meets the requirements of:

Education (Independent School Standards) Regulations 2014

DfE guidance (April 2026)

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Children and Families Act 2014 & SEND duties

Relationships, Sex and Health Education (RSHE) 2025

Keeping Children Safe in Education (KCSIE) 2026

3. Scope

All the students at Brampton Valley School will have Special Educational Needs detailed in an EHCP. They will be supported appropriately by small class sizes (usually no more than 8 pupils per class), classroom support, mentoring, therapy/counselling, access to IT, and other specialist staff and resources.

Within Brampton Valley there are 1:1 and or small group programmes built into timetables which can cover a vast number of areas of the Social, emotional and mental health issues we come across including anger management and counselling are available when required and considered by the professionals involved with individual pupils.

- Each subject planned is underpinned by the clear objectives from the school curriculum objectives or the guidelines which govern individual accredited courses at a level which is most appropriate for the individual student. The planning is based on the development of knowledge and skills. Key cross-curricula areas such as Literacy, Numeracy and the use of ICT are embedded in all subject areas.

- The pupils will arrive at school with varying amounts of information about their previous school life and progress. Over transition into school all pupils have comprehensive assessment around their presentation, prior knowledge and skills and placed in appropriate learning groups for their ability and their needs. Teachers mostly use highly personalised and carefully undertaken observations rather than a formal testing route.

  However, for some pupils more formal assessment is used - tests include maths, reading age, spelling age, multiple intelligence testing and learning style inventory. These tests are put together with observations, communication with parents, carers, social workers and if possible previous schools and or tutors.

- After initial assessment, pupil's progress is monitored on a Half-Term basis using, amongst other assessment tools, teacher assessment (both formal and informal) and the accredited exam material. Reports on pupil progress are distributed each term, with a final end of year report in July.

4. Curriculum

Intent

At Brampton Valley, our curriculum is ambitious, inclusive, and personalised to meet the needs of pupils with a wide range of special educational needs and disabilities. Many of our pupils have experienced disrupted or negative educational journeys, while others present with complex learning, communication, sensory, or emotional needs.

Our vision for true quality of provision is for the curriculum to be **broad, balanced, and coherently sequenced and an inclusive one**, designed and rooted in *Preparation for Adulthood (PfA)* and underpinned by the **Gatsby Benchmarks** while remaining highly flexible and responsive to individual need. We adopt a **strengths-based approach**, focusing on what pupils *can* do and ensuring that learning builds on secure foundations to support meaningful progress, confidence, and long-term outcomes.

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To achieve 

this:

- **Driven by Preparation for Adulthood outcomes**, with clear focus on employment, independent living, community participation and health and wellbeing.
- **Structured through the Gatsby Benchmarks**, ensuring that careers education, employer engagement and pathways planning are embedded across all key stages in an age-appropriate and accessible way.
- **Backward-planned**, using PfA outcomes as the end point for adulthood, then working systematically backwards to build a *skills ladder* that cascades through the key stages.

Holistic and Integrated Curriculum

Brampton Valley follows the National Curriculum, adapting **content, pace, and delivery** to reflect pupils' developmental stages and EHCP outcomes.

Teaching is:

- highly personalised
- multi-sensory
- reinforced through repetition and over-teaching
- informed by assessment and therapy input

Learning is supported by a **multidisciplinary model**, with teachers, support staff, Speech and Language Therapists (SLT), and Occupational Therapists (OT) working collaboratively. This ensures pupils are supported academically, socially, emotionally, physically, and sensory-wise, and aligns with Ofsted's expectations for inclusive practice and SEND provision**. If a child cannot regulate, they cannot learn. Regulation is curriculum.**

Therefore, therapy is an essential part of our approach, and we are passionate about meeting our students developmentally rather than chronologically.

Our Therapy Team is led by the SENDCo and consists of a full-time Speech and Language Therapist, Occupational Therapist and Therapy Assistant.

With their wide range of expertise, they deliver a range of one-to-one therapies, and support classroom staff in providing ongoing therapeutic support throughout the school day, as well as being part of the teaching team, delivering lessons on the timetable.

Input may be provided in the form of:

- Individual therapy sessions

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- Groups run in class
- Sessions run with other professionals working in the school (i.e. physiotherapist, speech and language therapist, etc.)
- Classroom programmes, delivered by the Therapy team and class team
- Provision of assistive equipment, where appropriate
- Setting up home activity programmes
- Liaison and monitoring with school staff
- Training for school staff and parents

Our Approach

Trauma Informed

We use a trauma-informed approach to ensure that we are fully supporting students and staff by removing any barriers that may have been caused by trauma.

Trauma-informed practice aims to increase awareness of how trauma can negatively impact individuals and communities, and their ability to feel safe or develop trusting relationships with services and their staff.

The purpose of trauma-informed practice is not to treat trauma-related difficulties, which is the role of trauma specialist services and practitioners. Instead, it seeks to address the barriers that people affected by trauma can experience when accessing services.

One element of our trauma informed approach is Thrive.
The thrive approach is an intervention that has its basis in neuroscience, attachment, and child development to help support a young person's overall social and emotional development.

Thrive practice is a structured approach designed to help children and young people develop healthy, secure attachments and manage their emotions effectively. It focusses on understanding and addressing the emotional needs of students, promotes positive mental health, and supports learning.

Thrive helps identify and support the unique emotional and social needs of each young person, ensuring that these needs are met appropriately. It creates a supportive and nurturing school environment where young people feel safe, understood, and valued.

Our curriculum is designed to:

- remove barriers to learning
- support emotional regulation and wellbeing
- promote inclusion and participation
- prepare pupils for adulthood, employment, and life beyond Brampton Valley

Literacy, Numeracy, and Learning Foundations

Literacy and numeracy are prioritised across all pathways, enabling pupils to develop secure foundations at their own pace. Highly specialised support continues beyond the foundational stage so pupils can access the wider curriculum confidently.

Each pupil has **termly personalised targets**, directly linked to their EHCP outcomes across:

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- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

Targets are reviewed regularly, shared with parents, and used to drive teaching and intervention. Our long-term ambition is to develop **independence, resilience, and self-regulated learners**, supporting strong outcomes (Impact) over time.

Preparing for Adulthood (PfA)

Preparation for Adulthood is a **golden thread** running through all pathways and phases, in line with statutory SEND guidance and the Ofsted EIF focus on destination outcomes.

PfA outcomes include:

- independence and life skills
- employment and vocational readiness
- community participation
- emotional wellbeing and self-advocacy

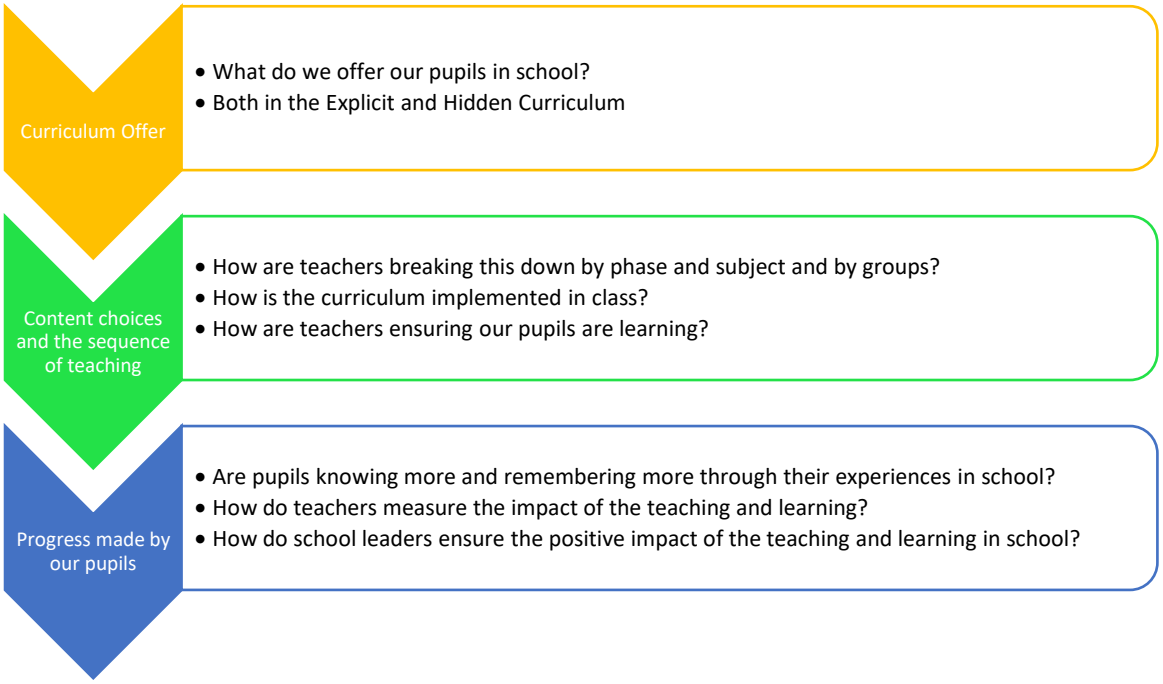
Learning combines classroom-based teaching with functional, real-world experiences such as community access, travel training, and daily living activities.

Curriculum Evaluation and Development

Specified curriculum areas are allocated to leaders who will attend weekly whole staff meetings. The leaders chair the meetings. The involvement of senior staff in the production of subject development plans allows the planned use of material and staffing resources. Leaders develop a cycle of self-evaluation which will culminate in a monthly ‘single conversation’ with the SLT to evaluate performance and progress. Proposed curriculum developments are discussed by the Governors who are kept informed by the Head Teacher.

The School leaders have designed the Curriculum offer to ensure it best meets the needs of our pupils.

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Our Curriculum is broken down into Pathways of learning and then by Subject area.

- The Curriculum is **what** is taught
- The Pedagogy is **how** it is taught

The teachers then assess the high-level desired outcomes and measures of those outcomes in what the pupils have learned from the experiences provided in school.

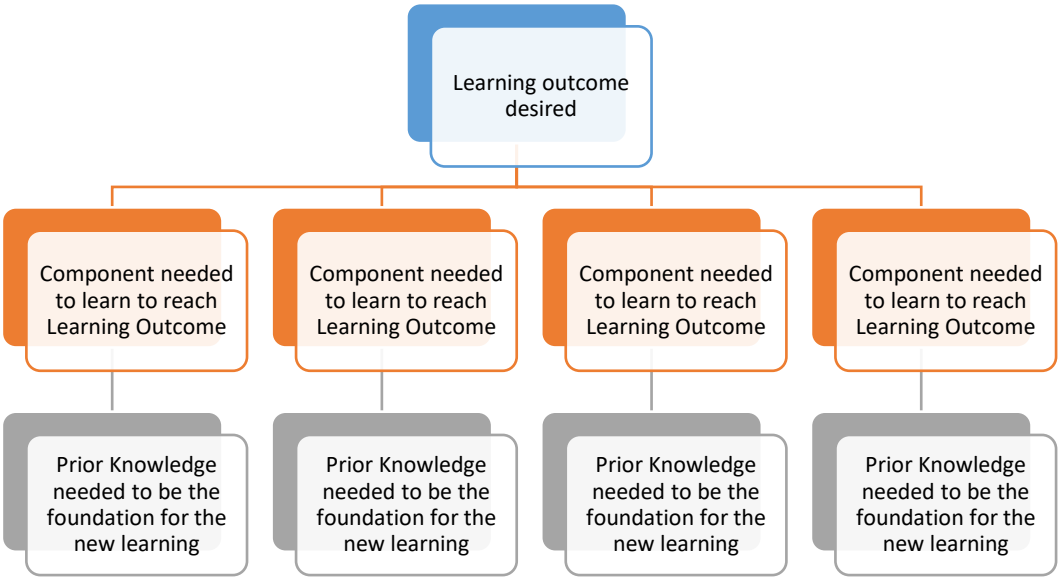
Substantive and Disciplinary Knowledge

It is important that teachers ensure the curriculum planning develops the pupils Substantive and Disciplinary knowledge for each subject area

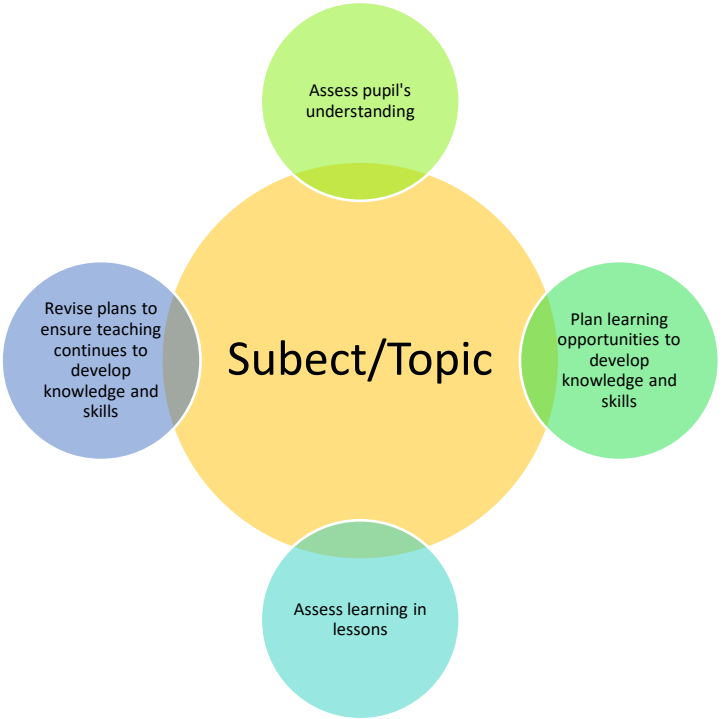
- Substantive Knowledge is, for example, knowing what Newton's Law is and how it is applied in Science
- Disciplinary Knowledge is, for example, knowing how to set up experiments or how to control variables in Science experiments

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Planning the Curriculum



- Teachers use an assessment/ planning cycle to ensure pupils are continually learning and developing skills through the teaching and learning experiences in school.
- The teaching needs to be planned building on prior learning. Teachers need to ensure they have considered all of the prior knowledge the pupil would need to have to access the new learning.
- The teaching needs to be planned to ensure pupils are taught at a level which is accessible but promotes progress. We have aspirational targets for our pupils.
- The teachers continually assess the pupils understanding and then plan to reinforce and develop new knowledge and skills



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The core curriculum comprises:

English, Mathematics, Science and Computer Science. We also offer non-core curriculum subjects to develop their understanding in the broadest way possible:
Humanities, Beliefs and Philosophy, Learning Outside the classroom, Art and Design Technology, PE, Life Skills and Careers lessons.

All pupils have the potential to achieve AQA Entry Level Certification in the core subjects as well as the subjects listed above in the Year 9 curriculum. Where appropriate, pupils will be entered into AQA/GCSE or equivalent examinations in these subjects as well.

We also offer:

- Cambridge National Awards and Certificates
- GCSE English Literature and Language, Geography, Biology, Maths
- Functional skills Awards in English, Maths and ICT at Entry level 1, 2, 3 and levels 1 and 2
- AQA Unit awards
- ASDAN Award Scheme progressing further when they are able.
- Various Outdoor learning accredited qualifications

We are always looking at other courses depending on the needs of the students.

At Brampton Valley School we are hoping to establish our own Careers team so that we are able to offer extended Work Experience placements as well as accredited training at local colleges and institutions. During the academic year the school will have opportunities to attend careers fairs and students will have access to guest speakers and independent careers advice and guidance . These are tailored to the needs of the cohort and Key stage and are at times bespoke to the individual. These opportunities we believe enable our pupils to begin to make informed choices about their future.

Therefore, the pupils at Brampton Valley School can have specially tailored packages of options to allow this combination of accreditation and development.

At our School there is a commitment to creating personalised curriculum ‘packages’ for individual pupils. We endorse a ‘multi agency’ approach where the curriculum can include college placements, extended work experience (where possible), a reduced academic curriculum, independent learning and individual learning support.

The SLT negotiates and oversees this process in close collaboration with all professionals involved with the Individual pupils.

Creative Curriculum

Strategies for building positive relationships, helping children develop self-regulation, and responding to challenging behaviours. It shows teachers how to guide children's learning during daily routines and everyday experiences.

This means incorporating the desired Learning Outcomes into planning exciting and varied learning experiences

The learning activities vary across the school as would be expected for a school who work with such varied pupils with so many different Special Educational Needs.

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Sequential Learning

Learning must build on what is already known and understood and must develop further knowledge and skills which will then lead to future learning.

It is vital that there is hierarchical sequencing in the planning so that the activities planned have a base in skill

Relationship education

New RSE for 2026 includes, for Primary:

Pupils must learn about:

- Families in their many forms (including same-sex parents)
- Friendships, kindness, honesty and trust
- Respectful behaviour and managing conflict safely
- Emotional literacy and communication
- Personal boundaries and seeking help
- Rights to feel safe and valued
- There is an increased focus on personal safety, including:
- Water, road and rail safety
- Understanding risk
- Recognising unsafe situations

For Secondary:

In addition to relationships content, pupils must learn about:

- Healthy, respectful intimate relationships
- Consent, communication and equality
- Facts about sexual health, reproduction and contraception
- Sexually transmitted infections (STIs)
- Legal frameworks around relationships and sexual behaviour
- Accessing health services confidently
- Strengthened areas in 2026 include:
- Tackling misogyny, violence against women and girls, and harmful attitudes
- Understanding the impact of pornography
- Teaching about biological sex and the law, while affirming dignity and protection from discrimination for all protected groups
- Inclusive teaching about same-sex relationships for all pupils

Religious education

Religious Education (RE) is a statutory component of the curriculum and is provided for all pupils. Parents and carers have the legal right to withdraw their child from all or part of RE lessons. Once a pupil reaches the age of 18, this right transfers to the pupil themselves.

In maintained schools, locally agreed syllabuses are set by the local authority. However, faith schools and academies are permitted to determine their own RE curriculum in line with their ethos and statutory requirements.

The school ensures that RE is planned and delivered in a way that is inclusive, respectful and appropriate to pupils' ages, needs and understanding.

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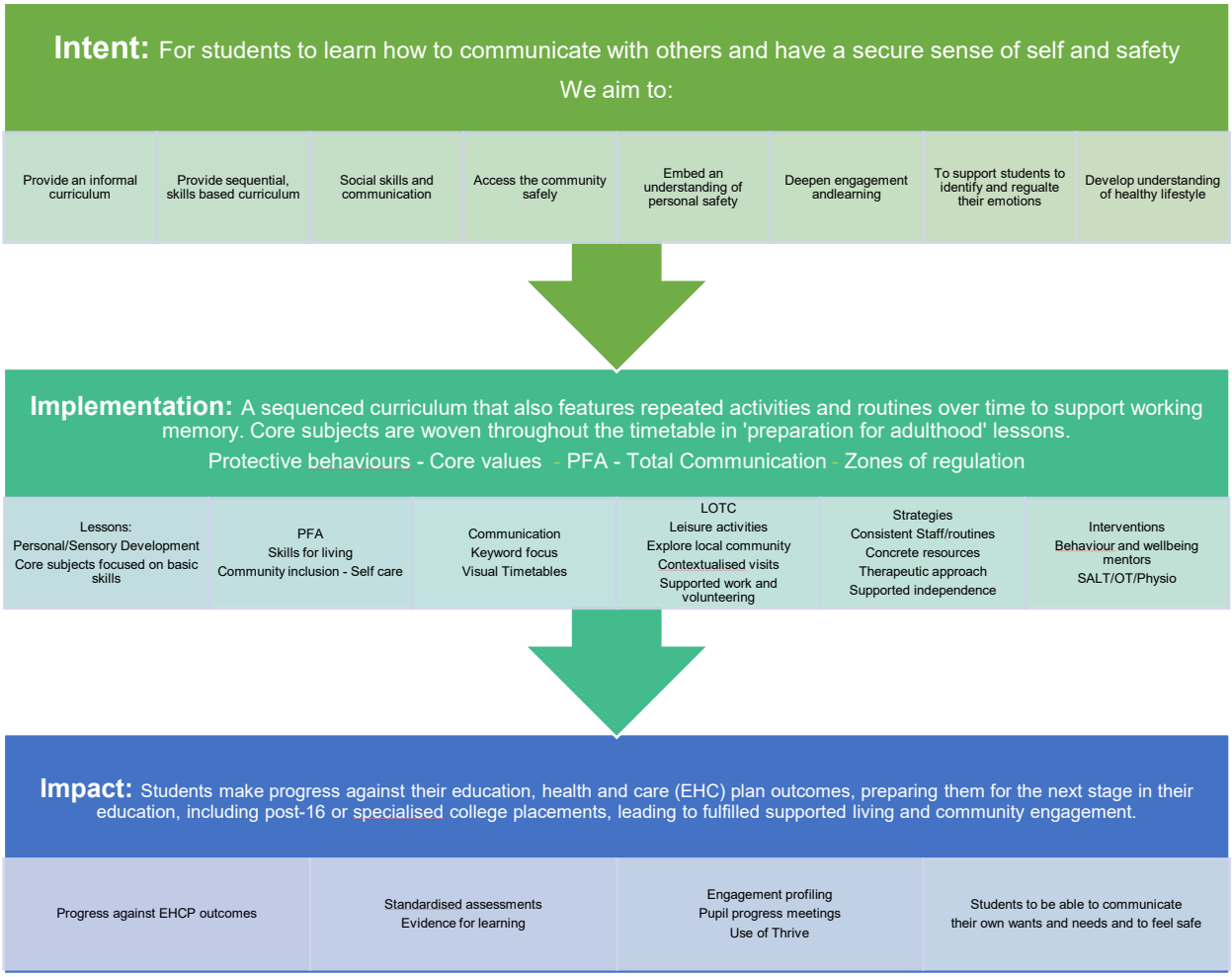
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5. Curriculum Structure and Pathways

Our curriculum is structured through **three clearly defined pathways**, ensuring all pupils access a curriculum matched to their starting points while remaining ambitious and aspirational.

Pathway 1: Informal-Sensory Curriculum *(Across Primary and Secondary)*

Curriculum Intent



The In-Formal Pathway is designed for pupils working significantly below age-related expectations, where learning is best accessed through functional, practical, and experiential approaches. Schools must provide religious education (RE) but parents can ask for their children to be taken out of the whole lesson or part of it.

Schools also teaches:

- personal, social and health education (PSHE) and Relationships education
- Citizenship
- Life skills
- Thrive
- Emotional Regulation

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Implementation

- Classroom learning is reinforced through **regular educational visits and community-based learning**
- Pupils apply skills functionally, such as:
    - using maths to manage money
    - planning journeys
    - accessing public spaces
- As pupils progress, skills become more complex while remaining grounded in real-life contexts

Therapeutic Integration

- Each class is supported by **SLT and OT input**
- Therapists work collaboratively with staff, embedding strategies into daily teaching
- Therapists support generalisation of skills through trips and community access, ensuring learning has real-world impact

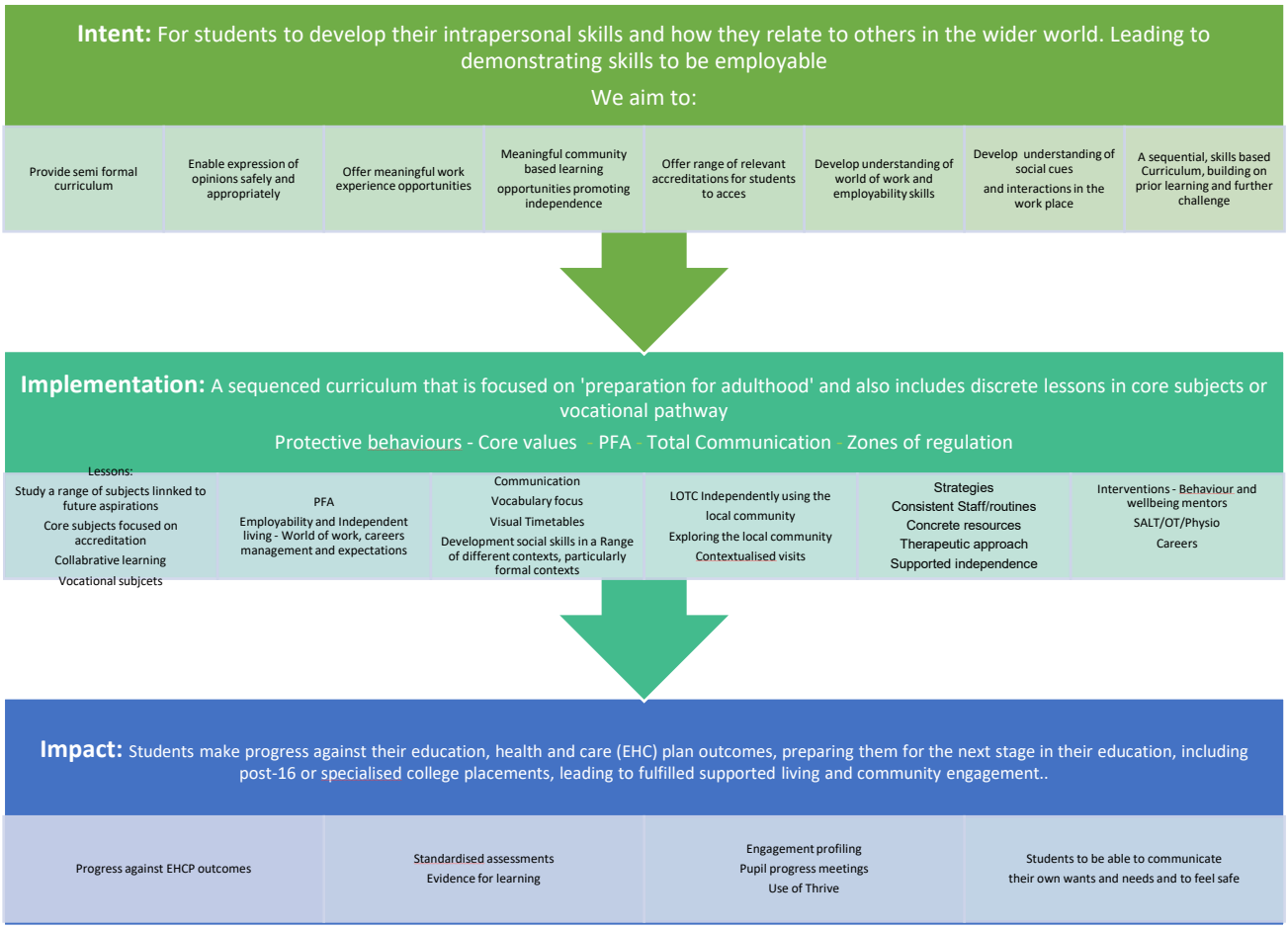
Pupil Experiences

Pupils also access:

- educational visits and residential experiences
- KS3 activity centre trips (e.g. kayaking, zip wires, overnight stays)
- day trips to museums, leisure and sporting venues etc.
- personalised targets linked to EHCP outcomes

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Pathway 2: Semi-Formal – Supported Curriculum *(Across Primary and Secondary)*



The Semi-formal Pathway is designed for pupils working consistently at, or below, the earliest stages of the National Curriculum. The curriculum is strongly driven by **Preparation for Adulthood outcomes**, with a focus on communication, regulation, engagement, independence, and functional life skills.

Implementation

- Curriculum is delivered by a **class teacher**, supported by a **HLTA and additional teaching assistant**, reflecting the complex needs of pupils
- Teaching is highly personalised, experiential, and multi-sensory
- Learning focuses primarily on PfA outcomes, with access to **Entry Level qualifications (Levels 1–3)** and, where appropriate, Functional Skills up to **Level 1 or 2**
- Pupils are supported to develop independence skills for life beyond Brampton Valley, including communication, self-care, and daily living

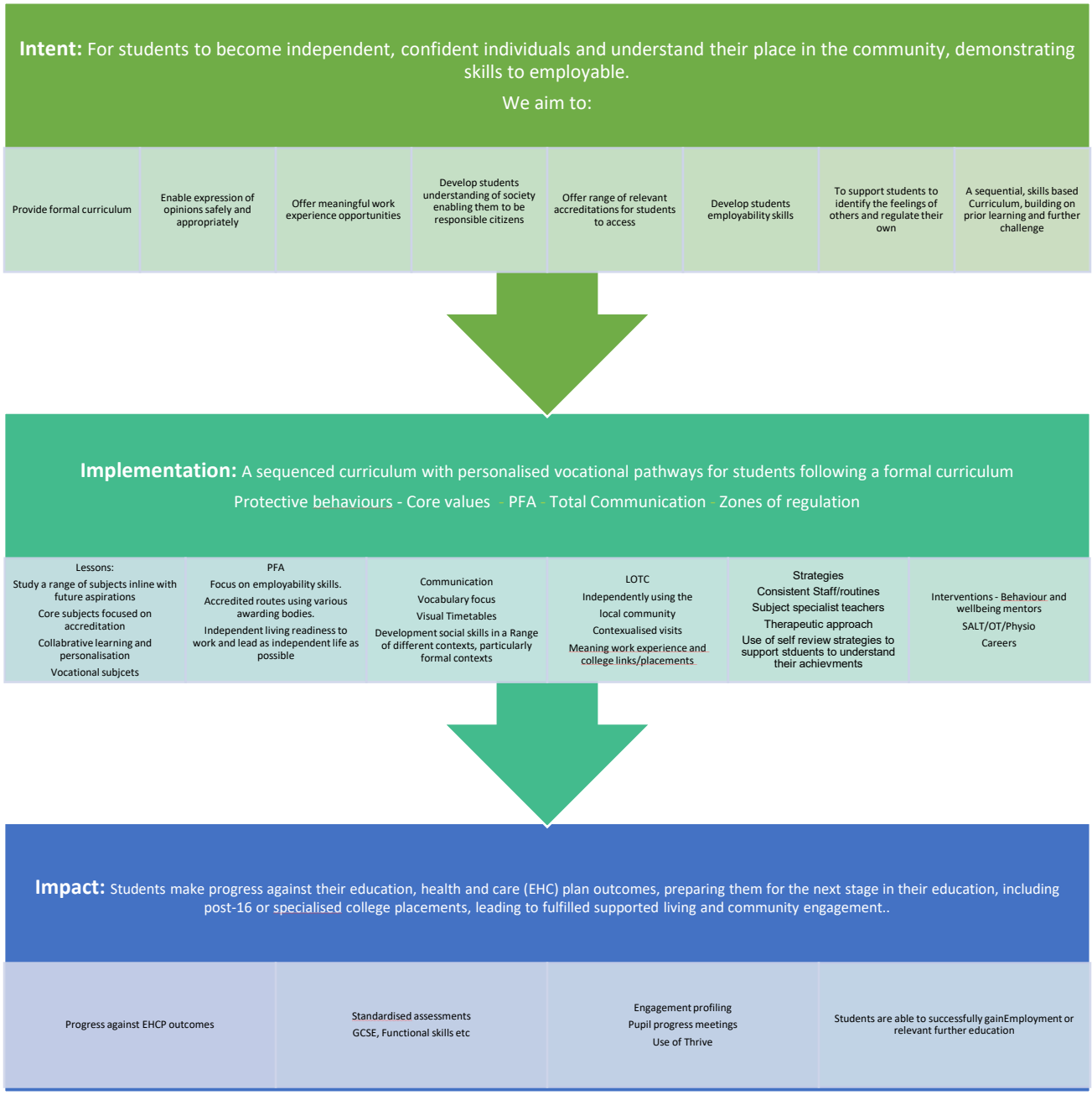
Future Development

- Planned development of a **'bungalow' or home-style learning environment**, initially delivered within school
- Pupils will practice:
    - cooking

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- cleaning
- washing and ironing
- household routines

Pathway 3: Formal Curriculum *(Across Primary and Secondary)*



Primary Phase (Years 2–6)

Pupils access a **modified National Curriculum** including:

Compulsory national curriculum subjects at primary school are:

- English, Maths, Science
- ICT
- Music

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- Topic (Art & Design, History, Geography)
- PSHE and PE (including swimming)

Lessons are:

- multi-sensory
- delivered using Attention Autism principles
- supported by a whole-school communication approach

SLT and OT input is integral. Pupils are supported by consistent, trusted adults to develop positive relationships, emotional security, and engagement.

Primary Enrichment and Support

Pupils benefit from:

- assemblies celebrating achievement and cultural awareness
- positive behaviour reinforcement systems
- educational visits and residential opportunities
- family engagement events
- carefully planned transitions
- structured reading opportunities
- bespoke academic and personal development targets
- strong focus on self-esteem and emotional wellbeing

Secondary Phase (Years 8–11)

Key Stage 3

Pupils study a **broad and balanced curriculum** including:

- English, Maths, Science
- ICT, Art, Humanities
- PE, D&T, Music
- PSHE
- Access to Learning Outside the classroom

Curriculum delivery is adapted to ensure accessibility, progression, and preparation for KS4 and beyond.

Therapeutic support is embedded, with a **transdisciplinary approach** supporting transition and inclusion.

Enrichment includes:

- increased wellbeing provision
- Adventure Service Challenge (Years 7–8)
- Duke of Edinburgh Bronze Award (Year 9)

These opportunities support confidence, resilience, leadership, and independence.

Key Stage 4

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During key stage 4 most pupils work towards national qualifications - usually GCSEs, Functional Skills Awards, Cambridge National Awards or Certificates, or alternative qualifications which best suit the needs of the individual pupils.

The compulsory national curriculum subjects are the ‘core’ and ‘foundation’ subjects.

Core subjects are:

• English
• Maths
• Science

Pupils in Years 10 and 11 access:

- GCSEs or equivalent qualifications
- Cambridge Nationals
- Functional Skills
- Entry Level Certificates
- Vocational awards

Additional curriculum time is allocated for:

- careers education
- life skills
- work experience and college links

We also provide religious education (RE) and relationship, sex and health education RSHE at key stage 4.

As a small school we are able to guide and discuss the ‘options’ that are available to the pupils as they progress into Key Stage 4 in a particularly personalised way: there is a strong emphasis on preparing for a working/adult life whilst simultaneously encouraging the continuous development of Literacy and Numeracy skills.

The Key Stage 4 curriculum builds on the Key Stage 3 curriculum to provide an important core of learning with the opportunity to begin to specialise. It is revised on an annual basis in response to the needs of the pupils in Year 9.

At Brampton Valley we recognise that some students face barriers in demonstrating their learning through high-stakes, timed examinations alone. To ensure equitable access to learning and assessment, low-stakes coursework and teacher observation are embedded within the curriculum as valid and rigorous means of assessment. These approaches enable students, including those with SEND, exam anxiety, processing or communication difficulties, to demonstrate knowledge, skills and understanding over time and in appropriate formats, without reducing curriculum ambition.

Assessment is based on a broad evidence base, guided by clear criteria, subject to moderation and professional judgement, and designed to remove barriers related to assessment format rather than content. Through this inclusive assessment model, the school ensures high expectations for all learners, supports wellbeing and engagement, and upholds the principle that every student should have a fair opportunity to demonstrate what they know and can do.

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Post-16 Provision

College Link Pathway

Once ready for the future college placement we can offer to those pupils who would benefit a robust college transition a college plan which can complement their learning in school. These can be for one morning per week through to 3 days per week. We wrap their timetable around their college time. Each individual requires varying levels of support with this and we offer full support from school to assist in the transition to college or throughout their college placement.

Students attend local FE colleges full-time and return to Brampton Valley for therapeutic provision and English/Maths where required.

- Two/Three year provision
- Students must demonstrate a level of independence
- Speech, Language and Communication Needs is the primary area of need

Therapeutic Support

- Weekly SLT and OT sessions if needed
- Focus on independence, executive functioning, self-care, community access, and emotional regulation
- Daily movement sessions to support readiness for learning

Curriculum maps

- break National Curriculum subjects into year-group expectations
- sequence learning across six half-terms
- are adapted to reflect cohort need and pathway

Learning is carefully sequenced to ensure knowledge is secure before progression. Acceleration is possible, and pupils may access content from different year groups where appropriate.

6. Roles and responsibilities

Leadership, Inclusion, and Impact

Ongoing academic and pastoral support is provided by teachers, HLTAs, support staff, and therapists. Staff are experienced in supporting pupils with prior negative educational experiences.

Learning is reinforced across subjects and linked to real-life application, supporting inclusion, participation, and aspiration. We aim to instil pride, belonging, and ambition so every pupil leaves Brampton Valley prepared for their next steps.

Curriculum Transition

The school prides itself on providing effective and vital support for pupils as they make transitions through the various stages in their education. We carefully manage the transition of our pupils throughout the school and in preparing pupils for further education. Detailed assessment and planning allow the full team of professionals to ensure that all support is cohesive and leads to the fulfilment of everyone's targets. Pupils and their

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parents/guardian/carers are provided with advice about the transition process and included in discussion prior to decisions being made about next steps.

7. Implementation

Quality Assurance and Professional Development

The successful implementation of our curriculum is underpinned by robust quality assurance processes and sustained professional development for all staff. The school is committed to ensuring that high-quality teaching (Quality First Teaching) is consistently delivered and that staff are equipped with the knowledge, skills and confidence required to meet the needs of pupils with SEND across all curriculum areas.

Quality assurance processes are used to evaluate the effectiveness of curriculum implementation and classroom practice for pupils with SEND.

This includes:

- regular monitoring through lesson visits,
- work scrutiny,
- assessment review,
- pupil progress meetings
- pupil voice.

Monitoring activities focus explicitly on how well reasonable adjustments are embedded, how effectively strategies outlined in support plans are implemented, and the impact of teaching approaches on pupil engagement, progress and wellbeing. Findings from quality assurance activities inform targeted support, curriculum refinement and staff development priorities, ensuring that teaching remains responsive and evidence-based.

Professional development is strategically planned to build and sustain staff expertise in inclusive pedagogy. All staff receive ongoing training in areas such as adaptive teaching, scaffolding, formative assessment, use of assistive strategies, and meeting a range of needs including cognition and learning, communication and interaction, social, emotional and mental health, and sensory and physical needs.

Training is delivered through a combination of whole-school sessions, subject-specific development, SEND-focused briefings, coaching and access to specialist advice. New staff receive induction training on SEND provision and inclusive curriculum expectations to ensure consistency from the outset.

Leaders ensure that professional learning is closely aligned with quality assurance findings and pupil outcome data, enabling staff to reflect on practice and continuously improve. Collaborative approaches, including peer observation, moderation and professional dialogue, are used to promote shared responsibility and collective efficacy.

8. Support, Advice and Communication

Support in delivering this policy can be gained by contacting the Headteacher and/or Deputy Headteacher.

9. Monitoring arrangements

This policy will be reviewed every year by the Headteacher or Deputy Headteacher.

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